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AUTHOR Manning, Wallace S.
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ABSTRACT

The Idaho Falls School District No. 91 has developed a Chapter 1 program designed to excite children about learning, supplement basic skills, improve self-image and prove that measureable achievement is possible. It provides reading and mathematics services in target schools, and involves parents as much as possible. The instructional model used is determined by the needs of the student. The main goal is to increase students' basic understanding rather than provide additional paper and pencil drill. Selection of students is based on test results, teacher recommendation and other school records. An explanation of specific features of the program is included in this report. The project, which has proved to be very effective, is formally evaluated annually, and informal evaluations are ongoing. (PS)

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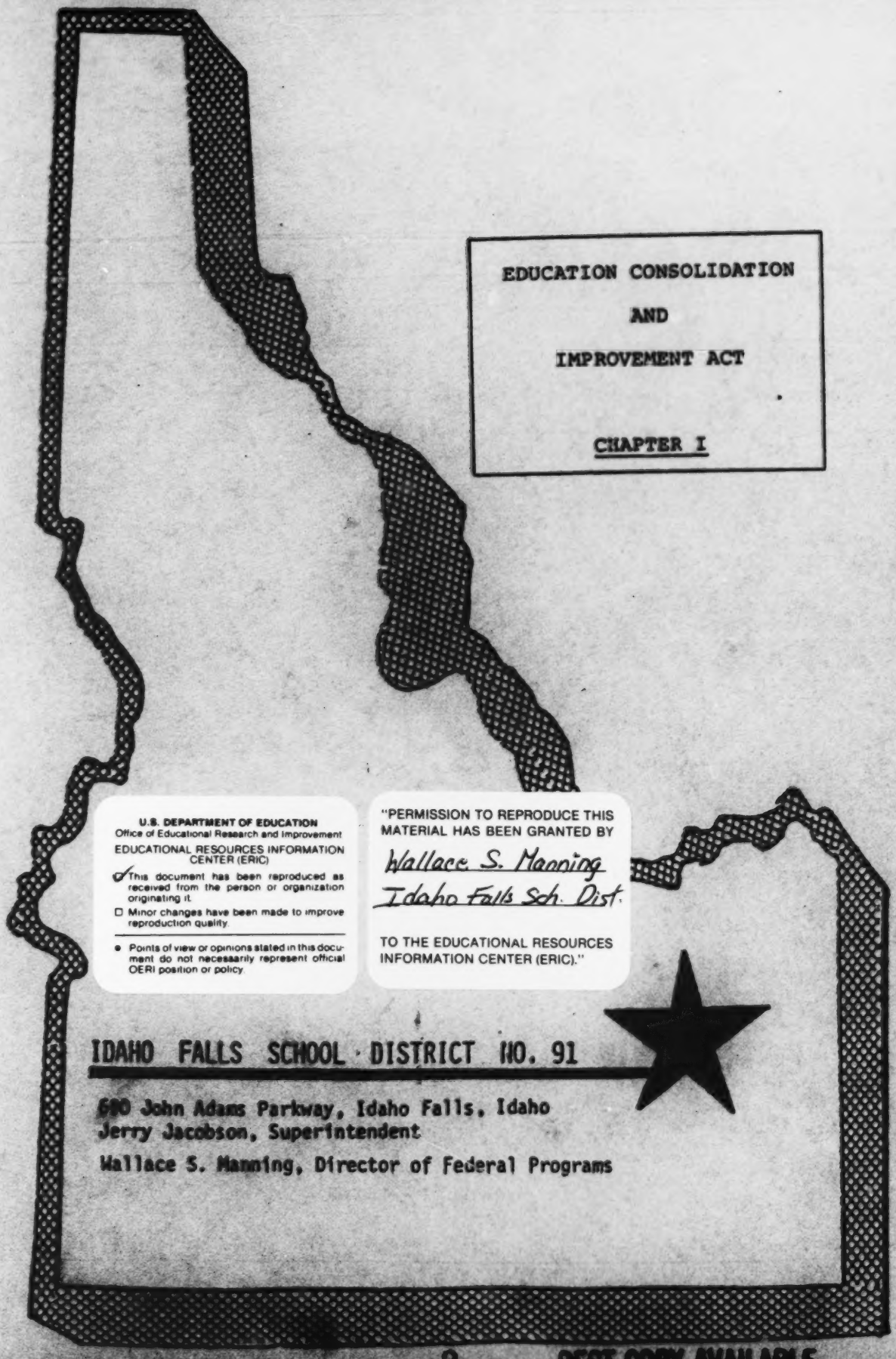

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT

CHAPTER I

U.S. DEPARTMENT OF EDUCATION
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690 John Adams Parkway, Idaho Falls, Idaho
Jerry Jacobson, Superintendent
Wallace S. Manning, Director of Federal Programs

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CHAPTER I - ECIA

ABSTRACT

Idaho Falls School District 91 speaks with pride about its Chapter 1 programs. Parents, teachers, students and administrators have worked together to tailor a program designed to excite kids about learning, to supplement the basic skills taught in the classrooms, to improve their self-image and to prove that measurable achievement is possible.

The Chapter 1 project provides services to students in target schools in reading in grades one through six and in mathematics in grades one through nine. One private school participates in the project. Non-certificated tutors provide services to students on an individual or small group basis in a pull-out format.

Three instructional variations are used in the reading project. They are: an individualized program where a tutor works with one student at a time; a "companion" program where a tutor works with four students at a time; and a cross-age student tutoring project where one tutor supervises six older student tutors each working with one younger student at a time. The instructional model used is determined by the needs that are identified and the progress the student(s) is making.

The mathematics project involves two instructional models. In grades one through six, tutors work with two students at a time. In grades seven through nine the tutor works with the students in a remedial math class where all of the students are eligible for Chapter 1 services. She either assists individual students in the classroom or takes a small group of students to another room for additional instruction on a given concept.

It is felt that the greatest need of students in the Chapter 1 projects is to increase their basic understanding rather than to provide additional paper and pencil drill. The reading program begins with the basic sounds associated with each of the letters, blending of letter sounds, decoding skills and basic sight words. In mathematics a heavy emphasis is placed on the use of manipulative materials to develop basic understanding. Interesting activities are then used to motivate the students and increase their mental arithmetic skills. In grades seven through nine the program progresses from an emphasis on basic understanding to a greater emphasis on skill development.

Students are selected to participate in the program from a prioritized list. Their priority is determined by test results, teacher recommendations and other school records. After students are scheduled into the project their needs are identified through diagnostic tests and conferences with their classroom teacher. Pre and post tests are used to evaluate the effectiveness of the project.

Parents are involved in the project as much as possible. Training sessions are held for them to provide materials and techniques to help reinforce the learning concepts and assist in completing homework assignments.

SECTION II

1. CLEAR PROJECT GOALS AND OBJECTIVES

Philosophy

It is the desire of this district to provide an educational program and instructional arrangements which will permit each student to achieve his or her full potential and to encourage the development of meaningful and cooperative interpersonal relations among students. To accomplish this goal every available resource and program must be coordinated to provide students with a variety of learning opportunities that will best meet their needs. While the classroom teacher has the basic responsibility for the development of each student assigned to him/her, supplemental programs must be coordinated and utilized to assist students with special learning needs. These programs include the special education classes for students with learning disabilities, projects for the educationally disadvantaged, opportunities for assisting students with limited English language skills and programs for the gifted and talented.

Goal

It is the goal of this district to use the resources of the ECIA Chapter 1 project to assist the educationally disadvantaged students to improve their basic reading and mathematics skills and improve their self-concept so they can successfully compete in the regular school program and achieve their full academic and social potential.

Objectives

1. Eligible students selected from a prioritized list of students in grades two through six will increase an average of four (4) NCE points per student in reading skills as measured by the Woodcock Reading Mastery Test administered on a pre and post test basis.

2. Eligible students selected from a prioritized list of students in grades two through nine will increase an average of four (4) NCE points per student in mathematics skills as measured by the Key Math Diagnostic Arithmetic test administered on a pre and post test basis.

The above goals and objectives were identified by reviewing the results of standardized tests given to all students and by surveying teachers and principals in target schools and parents of Chapter 1 students. The Iowa Test of Basic Skills was given to all students in grades three, six and eight. An analysis of those scores over a period of several years indicated that there were a large number of students in the target schools who ranked below the 25th percentile and did not have adequate basic reading skills to successfully achieve in the

regular curriculum. The same was true in mathematics. Surveys of target school teachers and administrators revealed that reading and mathematics should be the highest priority for the Chapter 1 program. Surveys of over 200 parents of Chapter 1 students conducted from 1979-1983 not only identified reading and mathematics as the two highest priority areas but also indicated that improved self-concepts should be established as a goal.

As noted in Section I - Part I, a detailed needs assessment completed in 1984 reaffirmed that reading, mathematics and an improved self-concept should be the highest priorities. Formal and informal surveys are conducted during each year with teachers, administrators and parents to determine if the priorities should be revised. Thirty-six parents of Chapter 1 students have been interviewed to date this year. The faculties of each of the target schools were consulted as the prioritized list of students was prepared. Each of the groups strongly supports the objectives and prioritized needs for the project.

The comprehensive needs assessment referred to above also identified the following priorities for the instructional systems and grade levels:

Instructional System

1. Individualized instruction
2. Small group instruction
3. Large group instruction

Grade Levels

1. Primary grades
2. Intermediate grades
3. Junior high--grades 7-9
4. Senior high--grades 10-12

Our Chapter 1 project is designed to meet the identified needs. Reading is our number one priority followed closely by mathematics. Students are selected from a prioritized list according to need and are tutored either on a one-on-one or small group basis in reading or mathematics or both. The tutors provide a very positive learning climate for the students with an opportunity for a large number of successful experiences daily. As a result total concentration is given to achieving the objectives in reading and/or mathematics. At the same time students are improving their self-image by successfully completing learning activities and receiving much verbal praise and reinforcement.

One private school, Holy Rosary, participates in the project and establishes its own priorities. The private school students receive the same services as the public school students within the constraints of available funds and federal regulations. The private school tutor participates in all project training and activities with the other tutors.

2. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS

Coordination with the regular school program and other school programs begins with the selection process for identifying Chapter 1 students. A screening test is given to all students in the target schools at the beginning of the year. The test results serve as the starting point to evaluate the needs of each learner. Students scoring below the 30th percentile are further evaluated by reviewing their previous grades, teacher recommendations, socio-economic factors, if they have been in special progams such as the resource room, Chapter 1, limited English proficiency project or if they have limiting physical or learning disabilities. A prioritized list of students who would be most appropriately served in the Chapter 1 program is prepared, based on a consideration of the above factors. This list is prepared by Chapter 1 personnel in cooperation and consultation with the classroom teachers, resource room teachers, principal and, where deemed appropriate, by other pupil personnel specialists such as nurses, school psychologists, etc.

Many of the students eligible for the resource room are identified during the Chapter 1 selection process as are potential candidates for the gifted and talented programs. It is possible that a student could spend some time in the resource room and also participate in the Chapter 1 project. This occurs when a team of people listed above agree that the student has special needs that could best be served by participation in both programs.

Once the students have been selected for the program, the Chapter 1 tutor works closely with the classroom teacher in arranging the most convenient schedule for the student to be tutored. Items considered in the scheduling include: the subject, reading or mathematics, in which the student would be tutored; how well the student is achieving in each of the other subjects and other special activities, such as orchestra or band, which involves the learner. In most cases a rotating schedule is arranged so the student does not miss the same subject each day. Care is exercised while scheduling the students so that disruptions to their regular program are minimized.

At the time the tutor and teacher are arranging the schedule for each of the students they also discuss the skills that should be developed in the Chapter 1 program. There is daily contact between the tutors and the teachers so that ample opportunity exists in which they can coordinate the learning activities in the Chapter 1 project with classroom studies. For example, if a Chapter 1 math student is having difficulty with his "nine" multiplication facts the teacher requests the tutor to devote time to help the student develop an understanding and mastery of those facts. If a reading student has not mastered the short vowel sounds the teacher communicates this problem to the reading tutor who will concentrate on helping the student develop this skill. Since it is impossible to make long term predictions on the needs of each student this coordination between the Chapter 1 tutor and classroom teacher is frequent and continues throughout the year.

3. PARENT/COMMUNITY SUPPORT

It has been proven in this district that student achievement is greatly influenced by parent involvement, encouragement and attitude. Parents are involved in a wide variety of school supportive programs including parent/teacher conferences, fund raising activities, support for approval of the district's supplemental tax levy each year and involvement in the scholastic and activities programs. As an example of the level of interest and support of the schools, over 90% of the parents of elementary students have attended parent/teacher conferences in the last 3 years.

Chapter 1 personnel participate in parent/teacher conferences and other activities for parents. Parents are notified before a student is scheduled into the Chapter 1 project and an opportunity is provided to request additional information if they desire. A brochure describing the program is sent to all parents of students in the program. Inservice classes in reading and mathematics are held for parents. Suggestions and materials are provided for them to use in helping their children. Special "teas" and "open houses" are held and parents are encouraged to come and observe their children in the Chapter 1 project.

One of the special features of our reading program involves sending home "share sheets" with the students. Parents or other members of the family listen to the student read the share sheets and then send a slip back to the Chapter 1 tutor reporting how many times the learner read the sheet to family members. This activity occurs approximately every 7 to 10 days.

The chairperson of the district's Parent Advisory Council has been very active in project activities. Not only does she provide liaison between the project and the parents but she also participates in program inservice sessions, volunteers to administer pre and post-tests and has been actively involved in program reviews conducted by the State Department of Education.

It has been found that the most effective PAC meetings have been those held at the local school level. Parents meet with tutors and discuss the instructional program and ways they can help their children at home. An open door policy is maintained by the project director and tutors and parents are encouraged to contact the director any time they have questions or suggestions.

News releases are sent to the news media periodically describing project activities A local television station featured the Chapter 1 project on one of its newscasts. A newsletter is sent out to all parents 3 times a year. News describing Chapter 1 activities are included in many of the newsletters. Tutors frequently send information home to parents.

4. PROFESSIONAL DEVELOPMENT AND TRAINING

A comprehensive staff development program is conducted for all Chapter 1 tutors each year. The first day the tutors report to work is devoted to inservice activities. These include a review of the Chapter 1 guidelines, a close examination of the project application approved by the State Department of Education and a review of reading and mathematics activities. A minimum of 4 additional two hour inservice sessions are held during the year at which suggested reading and math activities and materials are discussed.

New tutors spend an additional 2 days receiving training in either the reading or math program (whichever is applicable) and the correct testing techniques to be used in giving the pre and post tests used for evaluation of the effectiveness of the project.

Inservice sessions are not only conducted by the project director, and reading and mathematics specialists, but also by experienced tutors in the program. It has been found that some of the most effective inservice sessions have been taught by tutors using materials suggested by subject matter specialists or items they have developed or adapted themselves. One particularly effective program involved a 2-1/2 hour demonstration on reading and mathematics followed by a tour of each of the target school Chapter 1 rooms. This provided tutors an opportunity to "show off" their tutoring areas and discuss instructional materials they had prepared.

As mentioned above, reading and math experts have presented inservice lessons in which a variety of highly motivational materials have been demonstrated. These have included reading and math games, file folder activities and the use of manipulative materials to increase understanding.

At the end of the year all of the tutors meet with the project director for a day to compile the evaluation data and complete the annual evaluation report. This activity involves the tutors in a very important part of the Chapter 1 project and helps to insure uniformity in the reporting of data.

Approximately 60% of the tutors have attended a reading or mathematics conference sponsored by the state chapter of the International Reading Association or the Idaho Council of Teachers of Mathematics. In 1981 all of the math tutors attended a 2-1/2 day regional conference sponsored by the National Council of Teachers of Mathematics.

While all of the above inservice activities provide very valuable training for the tutors it is felt that the most effective training occurs as the reading and math specialist visits the schools and observes the tutors working with the students. If the tutors are having trouble helping a student understand a specific concept or if there are other more effective ways of teaching a reading or math concept, he can demonstrate or make suggestions for those materials or procedures at that time. This is probably the best type of inservice

because the tutors see an immediate application of the materials to accomplish a specific goal with their students.

5. STRONG LEADERSHIP

If any program is to be successful in a school district it must have the full support of the administrative staff, teachers and project personnel. The Chapter 1 project in this district has benefited from this support. The Superintendent and directors of elementary and secondary education are committed to a successful Chapter 1 project. This support and commitment is communicated to the principals of the target schools. The principals and teachers have observed the improvement in students who have been in the program and thus are eager to support the project in any way necessary.

The building principal is actively involved in identifying the learner needs and in determining the prioritized list of students who are scheduled into the project. The principal also assists in coordinating the various activities and programs in the school.

The project director is directly involved in the instructional program. His duties are assigned as follows: 20% of his time is devoted to administering the project and 60% of his time is devoted to providing instructional leadership, supervising the tutors and coordinating the Chapter 1 project with the regular school program. The combination of administrative and instructional responsibilities for the project director has been most beneficial. The director is in a position to be deeply involved in the tutoring activities in the school, assist in the coordination of the program with the teachers, meet with parents and provide inservice for parents and tutors. He is also able to evaluate possible changes in the program from a first hand point of view and make adjustments in future applications. As a result of his active involvement in the instructional activities of the project he is more effective in gaining support for the program from other members of the school community.

The project director brings a broad background of teaching and administrative experience to the program. He has been employed in the district for over 25 years as a classroom teacher, director of various projects, director of curriculum, director of personnel and acting superintendent for one year. He is a member of the off-campus faculty for Brigham Young University and has taught at other colleges during summer sessions. As a volunteer, he participates in various after school hour projects such as the district calendar committee and the selection of a new mathematics textbook series. This experience and involvement makes it much easier to communicate with school personnel and gain their support and cooperation for the Chapter 1 project.

6. APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES

Our district Chapter 1 project is composed of 3 components: a reading program for students in grades 2-6; a mathematics program for students

in grades 2-6 and a mathematics program for students in grades 7-9. These components have evolved over a period of several years and have been determined from the needs assessment studies, prioritized rankings, budgetary constraints and evaluation of the effectiveness and problems encountered at different levels

Reading Program: Grades 2-6

The reading program is organized around a highly structured tutorial system. Students are selected from a prioritized list and are tutored for 30 minutes a day on a pull-out basis. The students are scheduled on a rotating basis so they don't miss the same subject each day while they are being tutored. For example a student would leave the classroom at 8:30 on Monday, 9:00 on Tuesday, 9:30 on Wednesday and so on. They complete the cycle in 10 days.

The tutors work with the students either on a one-to-one basis, in a four-to-one companion reading program or in a cross-age student tutoring program. The type of program is determined by the needs of the learner. Once the prioritized list has been completed, the tutor meets with the classroom teacher and they jointly determine which program would best meet the needs of the student. After the needs of the student have been evaluated and the learner is designated for a particular program the tutor works out a schedule that is mutually satisfactory to the teachers. After a period of time if it is felt that the learner would function more effectively in another part of the project then a shift is made whenever possible; otherwise, the students generally remain in the program for the full school year. There is some additional movement in and out of the project because a number of Chapter 1 students move from the attendance area and are replaced by other students or there might be one or two students who are inappropriately placed in the program.

In the one-to-one program the tutor works with one student at a time for 30 minutes per day. The four-to-one companion reading program involves one tutor working with 4 students at a time for 30 minutes per day. The students are grouped in pairs and one student serves as the "teacher" and the other one as the "student" while they study a given concept which the tutor has presented. The roles are then reversed and the "student" becomes the "teacher" and the "teacher" the student. All four of the students are thus involved with the same concept three times during a tutoring session. In the cross-age student tutoring project six 6th grade students are trained to be student tutors. They are closely supervised by the adult tutor while each of them tutors a younger student for 30 minutes a day.

The materials used in each of the programs described above were authored by Grant Von Harrison. "Beginning Reading 1" and "Beginning Reading 2" are used in the one-to-one project. The "Companion Reading" materials are used in the four-to-one program and the student tutoring project uses the "Structured Tutorial Reading" materials.

These materials were selected because the needs assessment indicated that the most desirable instructional system was on an individual or

small group basis. By selecting a highly structured reading program non-certificated tutors can be trained to use these materials and with the available funds approximately three times as many tutors can be hired instead of certificated teachers. We are thus able to provide more highly desirable individualized instruction for students with learning difficulties.

At the beginning of the program each student is given a diagnostic pre-test. This test is used to identify those areas where the student is most in need of help. The student is then placed at the appropriate point in the basic program. The student then moves ahead at his own rate with constant encouragement from the tutor.

The tutor keeps a daily log of the instructional materials covered and lists any problems or suggestions for the following day. Supplementary materials are used as appropriate to increase comprehension, motivation or as a change of pace for the basic program. Since the tutor is working with individuals or small groups of students it is possible to adjust the schedule or materials to best meet the needs of each student and to move them ahead as rapidly as possible.

When the student has completed a program such as "Beginning Reading 1" a post-test is given and a learning gains summary completed so that the student's progress and achievement can be measured. This information along with the formal pre and post test data required for the Chapter 1 evaluation is used to determine the effectiveness of the instructional materials and whether changes should be made in our over-all project. The use of evaluation results for changes in the program is described in item #13.

Mathematics Program: Grades 2-6

Students are selected from a prioritized list and tutored in a pull-out program on a two-to-one basis for 30 minutes each day. Students are selected on the basis of need and many students participate in both the reading and math projects. As described above students usually remain in the math project for a full year.

The mathematics instructional program is not as highly structured as is the reading project. The tutors work closely with the teachers in identifying the skills that each student needs to develop. Students are then scheduled so that each pair is basically at the same point and needs to improve the same skills. The tutor then uses a wide variety of manipulative materials to help the students understand basic mathematics concepts. If necessary the tutor begins with the basic principle of "conservation of number" and then progresses through a variety of basic counting activities before practicing and learning the basic addition, subtraction, multiplication and division facts. They then move into the 4 basic operations. With students in the upper grade levels who have mastered the basic concepts the tutors introduce fractions and operations with fractions. Calculators and computers are used frequently to help students improve their basic skills and become more motivated and interested in mathematics.

Students complete one minute timed tests approximately 3 times per week to measure the progress they are making with the basic facts. They plot the results on a graph each time so their progress is visually represented. They compete only against themselves to see how rapidly the curve on the graph goes up so they do not experience the frustration of competing against other students who might be more "able" than they are.

In addition to suggestions from the classroom teacher as to items in which the student needs help, the tutor also has the results of the screening test and the "Key Math Diagnostic Test", which is used as the pre and post test for evaluation purposes, to identify areas of weakness where the student needs more instruction.

Since the setting for the Chapter 1 project involves only 2 students with 1 tutor it is more conducive to using manipulative materials to help students understand number concepts and operations. Research has shown that without this understanding students will likely never become proficient in mathematics. It is difficult for the teacher and embarrassing for the students to be using manipulative materials in the classroom while the other students in the class have progressed beyond that point.

Mathematics Program: Grades 7-9

There are remedial mathematics classes in the junior high schools where all the students are educationally disadvantaged and eligible for Chapter 1 services. A tutor is assigned to a particular class each period of the day. In cooperation with the teacher approximately 6 to 8 students are assigned to the tutor. The tutor and these students remain in the classroom for the presentation of a topic by the teacher. After the material has been presented the tutor and the students go to another room where the tutor may further elaborate on the presentation by the teacher or may assist the students in completing their homework. The tutor may also occasionally introduce other activities to help the students better understand a particular concept.

This program has the advantage of providing more help for the 6 to 8 students that are assigned to the tutor and also reduces the number of students the teacher has to work with. The program is supplementary since the remedial class size is smaller than other classes and the Chapter 1 tutor then provides extra help for the students.

There is maximum coordination of the program since the tutor spends part of most class periods in the room and then provides extended instruction on the same topic for the students assigned to her.

7. HIGH EXPECTATION FOR STUDENT LEARNING AND BEHAVIOR

Since tutors are working with students on an individual or small group basis it is possible to challenge each learner to maximize his/her achievement not only in the Chapter 1 project but also in the regular classroom. The tutors get very close to each student and are able to

influence them in setting high goals, encouraging them to devote extra effort to reach those goals and showing them through graphs, learning gain summaries and other means how much progress they have made.

It is our philosophy that "Nothing succeeds like success" and so students are constantly provided with instructional activities where they can succeed. This success-oriented program develops skills and attitudes that help them to progress and achieve not only in the Chapter 1 project but in the regular school program as well. The teachers are aware of this philosophy and support it 100%. Many teachers have commented on the fact that a large number of their students who were most in need and placed in the project at the beginning of the year have improved after a few weeks to the point where they are performing better than other students who were ahead of them but have now been surpassed.

8. POSITIVE SCHOOL\CLASSROOM CLIMATE

The climate in our Chapter 1 project is outstanding. This is achieved in several ways.

First: When a student is scheduled into the Chapter 1 project the tutor communicates this fact to the parents, explains the program, encourages them to become involved in the learning process at home and to support their child in the program.

Second: Each time the child is scheduled to be tutored the tutor goes to the room and picks up the student(s) and walks to the Chapter 1 room with him/her. This provides an opportunity for the tutor to get close to the student by showing a genuine interest in the learner and discussing those things of interest to the student. At the end of the tutoring session the tutor returns with the student to the classroom. It is very "touching" to see a tutor with her arm on the shoulder of a student engaged in quiet conversation as they go to and from the Chapter 1 room.

Third: Tutors always provide verbal praise whenever a student responds with a correct answer. As part of the training session tutors are given a long list of positive words or phrases they can use in praising students. They are then given an opportunity to practice giving verbal praise so that it is genuine and sincere and not monotonous. Also, if a student gives an incorrect response the tutors do not say "no" or " that's wrong". Instead they give the correct answer and then ask the student to repeat it followed by verbal praise from the tutor.

Fourth: Tutors are selected to work in the project based on their love and concern for children as well as their knowledge of reading and mathematics. The caring attitude they bring into the program is a major contribution in establishing a positive learning climate.

9. MAXIMUM USE OF LEARNING TIME

Since every student in the Chapter 1 program is involved in either an individual or small group situation 100% of their time is devoted to an active learning activity in a positive environment. In the elementary grades they are either responding to a question from the tutor, acting as the "teacher" in the companion reading program and thus eliciting responses from the "student", participating in some other type of reading or math activity, reading to the tutor or working on flash cards or other drill activities. At no time is the student involved in a passive learning situation or in some other meaningless activity. At the junior high level there are times when the students are working individually in completing their assignments, but with a small group it is possible for the tutor to insure that the students remain on task.

10. CLOSELY MONITORED STUDENT PROGRESS

There are several ways in which student progress is monitored.

1. A tutor log is maintained for each student on a daily basis. The tutor records the learning activity completed that day and notes any special achievements, problems or other things that should be recorded. This provides an informal comprehensive listing of learning activities completed.

2. A comprehensive diagnostic pre-test and post-test designed to be used with the reading programs are given to each student when they begin and when they complete a program.

3. Diagnostic activities are included with each lesson in "Beginning Reading 1" and "Beginning Reading 2". If the student is unable to perform a specific task or does not know certain sight words the tutor is instructed to complete a certain activity before proceeding with that lesson.

4. Students in the mathematics project complete a one minute timed test approximately 3 times a week. Their progress on these tests are noted and graphed.

5. When students read a certain number of books or complete other learning activities their progress is recorded on a chart with a star, or in some other visual way.

6. The Woodcock Reading Inventory and Key Math Diagnostic Test are used on a pre and post test basis to measure the effectiveness of the Chapter 1 project.

11. REGULAR FEEDBACK AND REINFORCEMENT

Many of the procedures used to monitor students progress noted above actively involve the students in recording their own progress. Each of the tutors has developed her own unique system for recording students'

progress on a variety of learning activities. These include charts and graphs, awarding a "stinky" sticker for a particular achievement, sending commendatory notes to their parents and teachers, and using other rewards to recognize significant achievement. The frequency with which these awards and recognition occur depend upon the activity. Some occur daily while others would take place weekly or less often.

Feedback to the teachers and parents is provided on an informal way through personal conferences and notes to the teacher and parents. Most of the teachers consult with the tutors when preparing report cards or sending home mid-term grades. The tutors are involved with parent/teacher conferences on "Back To School" nights. The parents are informed of students' progress when they visit the project to observe the students in the program.

12. EXCELLENCE RECOGNIZED AND REWARDED

As noted above the tutors recognize student achievement in many ways. On a district level a more impressive program is established to recognize outstanding achievements. In May 1984 four elementary students who had each read over 250 books during the year and their parents were invited to a reception with the superintendent,the director of elementary education and project director at the district administration building. Punch and cookies were served and the students each received a certificate and small gift noting their achievement.

At the building level the project provides book marks and other inexpensive items so the tutors may provide rewards for student achievement. Many times these are the first awards the students have ever received in their educational experience.

13. EVALUATION RESULTS USED FOR PROJECT IMPROVEMENT

The project is evaluated on a formal basis each year. The fall-spring testing cycle is used to determine the effectiveness of the project. These results are shared with the district administration, teachers, principals, tutors, parents and the community. The results are analyzed to determine if changes in the project are desirable. The most recent project evaluation was completed in May 1985.

A less formal evaluation process is on-going. As parents visit the project they are asked to complete an evaluation sheet. More than 300 of these sheets have been completed during the last 3 years and over 98% of the responses have been very positive and supportive of the project.

Process evaluation is also on-going. For example, the mathematics project for grades 2-6 formerly involved one student being tutored at a time. It was felt that this process could be improved by scheduling 2 students with a tutor each session to provide a better situation for some of the math games and activities that were used. This proved to

be more effective and we were able to double the number of students involved in the math project.

A review of the reading project in fiscal year 1983 indicated the desirability of providing additional flexibility in meeting the needs of some students. The "companion reading" program was tried on a pilot basis in 2 schools during FY84. The results were very good so the program was used in all of the target elementary schools in FY85. We now have more flexibility in the program to better meet the needs of the learners and we also are able to tutor more students with the same number of personnel.

Each year as the test results are compiled, discussions are held with the tutors to solicit ways in which the project can be improved. Teachers and principals are also asked for suggestions. Some of the suggestions are not feasible while others have improved the program. For example the tutors and teachers at each school searched for ways in which students would not miss the same classes while being tutored. The rotating schedule resulted from those deliberations and is now used in the other target schools.

The formal pre and post test results are analyzed each year by the administration to determine if the testing materials are appropriate, if the results are reasonable, and if there are problems in any school or grade level, etc. An example of one such analysis indicated that the second grade reading students generally did not show as large a gain in NCE's as the other grades. A close review of the test and norms shows that there must be a very large increase in the raw score from fall to spring just to remain at the same NCE. After reviewing other standardized tests, and in spite of this problem, it was decided to retain the Woodcock Reading Inventory for evaluation purposes because of other advantages. Reports from the second grade teachers and other data indicate that these students have indeed improved their reading skills and the test is not a true indication of the progress made by the learners.

SECTION III

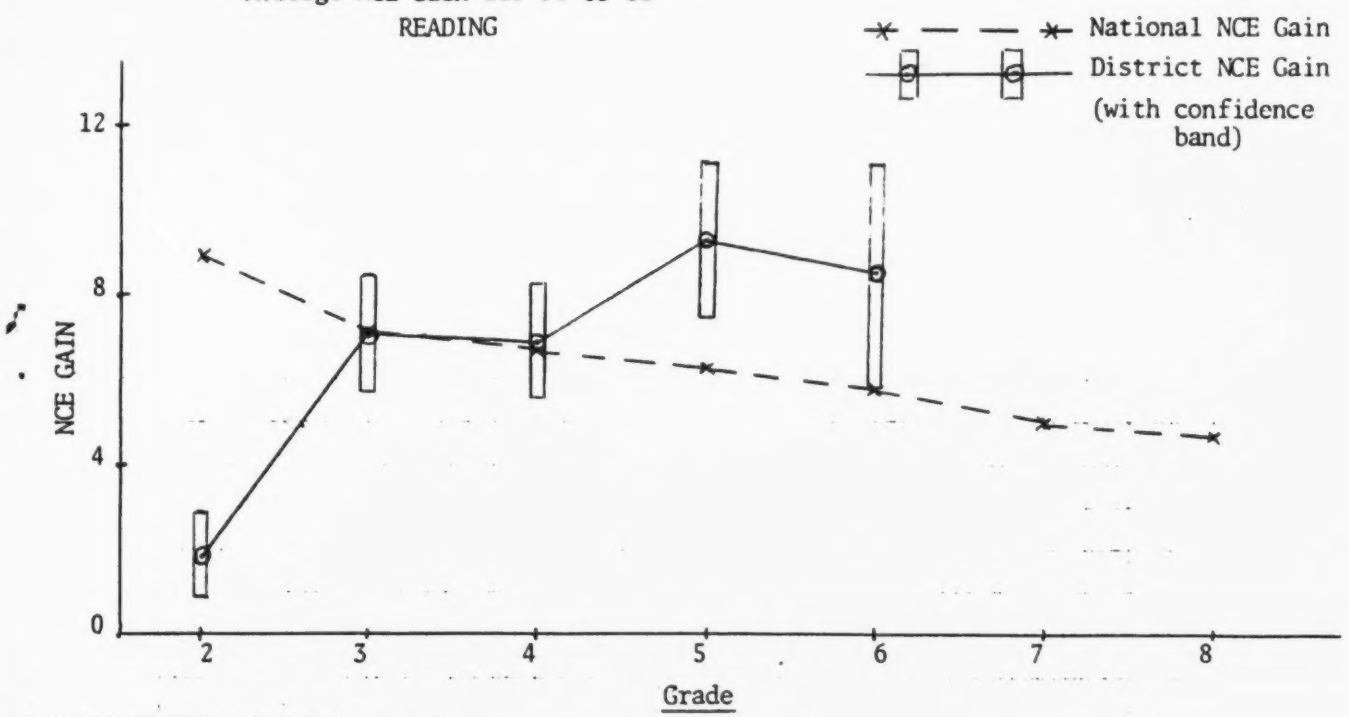
PROJECT EFFECTIVENESS AND ACHIEVEMENT

The project has proved to be unusually effective. The following chart (Fig. 1) compares the increased gain measured in NCE for students in the project on a pre and post test basis for FY83-85. The tests are administered on a fall-spring cycle and compared with the latest national norms available to us (FY 82-84). The confidence band for each grade level has also been plotted. You may observe that the second grade reading scores are below the national norm. As noted previously the Woodcock Reading Inventory is used to measure progress and the second grade norms require an unusually large increase in the raw score just to remain at the same NCE level. All of the other testing done in the project and on a district level as well as grades, teacher and parent comments and the sustained effects study indicate that the second grade students make as much progress in reading as the students in other grades.

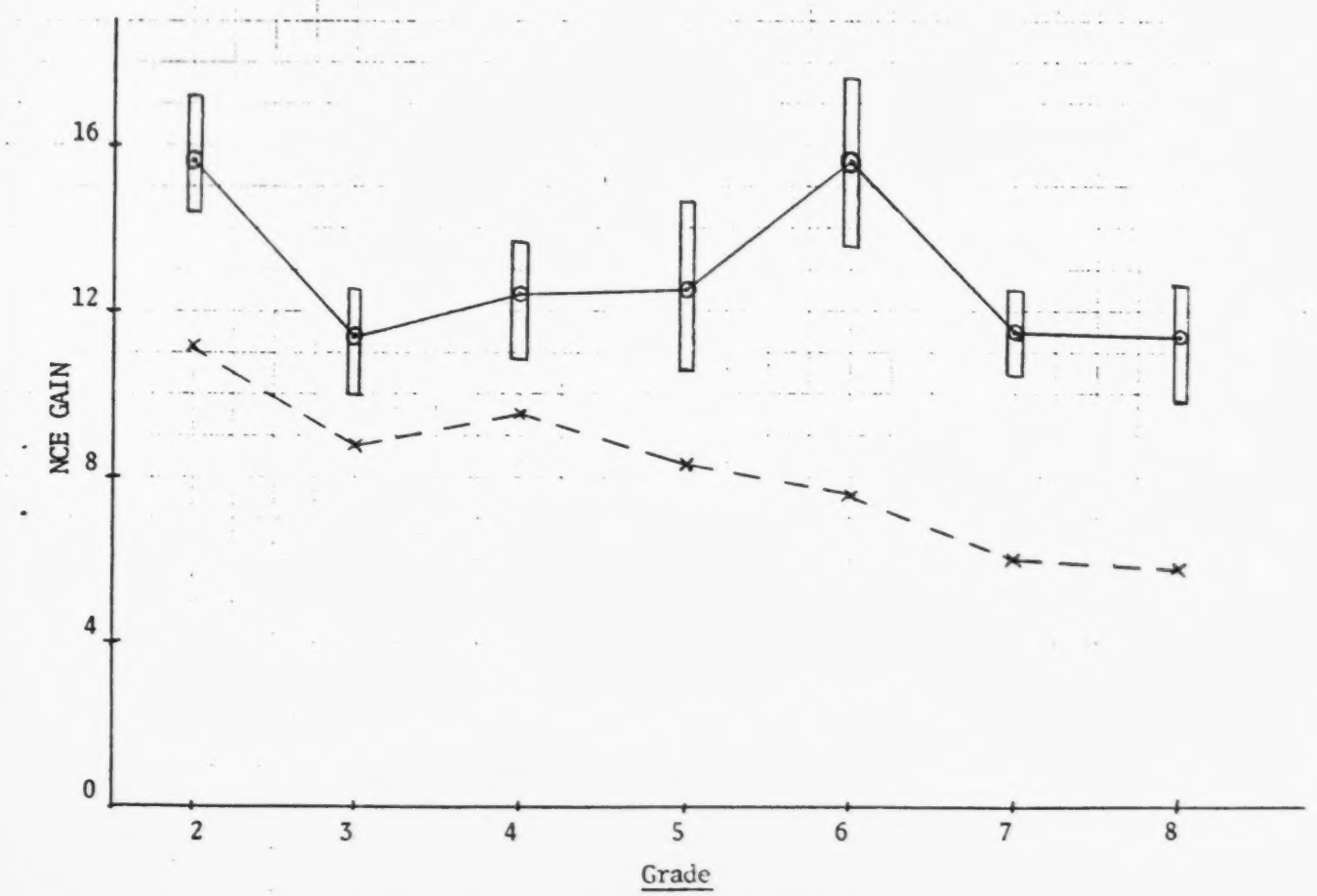
Figure 1

Average NCE Gain for FY 83-85

READING



MATHEMATICS



Sustained Effects

At the beginning of each school year the SRA Achievement series is given to all students in the target schools. The results are used as part of the placement process in the project. A comparison of the results of this test for students who were in the project during FY83 indicates that the average score for those students increased in FY84 and increased again for the FY85 tests even though they were only in the program during FY83. The following table lists these results:

Average NCE Score Per Student

	FY83	FY84	FY85
Reading	34.4	37.6	39.4
Mathematics	32.6	33.5	36.5

Improved Attendance

An analysis of the number of days students were absent the year before they were in the project compared to the number of days absent the year following participation showed a significant decrease in the number of days absent from school. The attendance records for 299 students in grades 2-6 showed an average of 17% improvement in attendance after a year in the project compared to the year before participation.

Comments from Parents

Space does not permit the inclusion of typical comments from parents as to how much more their children enjoy reading and/or mathematics after being in the Chapter 1 project. Students have found success in these subjects and are not only doing better in their regular classes but showing increased interest in reading and math at home.